



IUPUI

OFFICE OF COMMUNITY  
ENGAGEMENT

INDIANA UNIVERSITY-PURDUE UNIVERSITY  
Indianapolis

# Demonstrating the Impact of Community Engagement: Realistic and Doable Strategies

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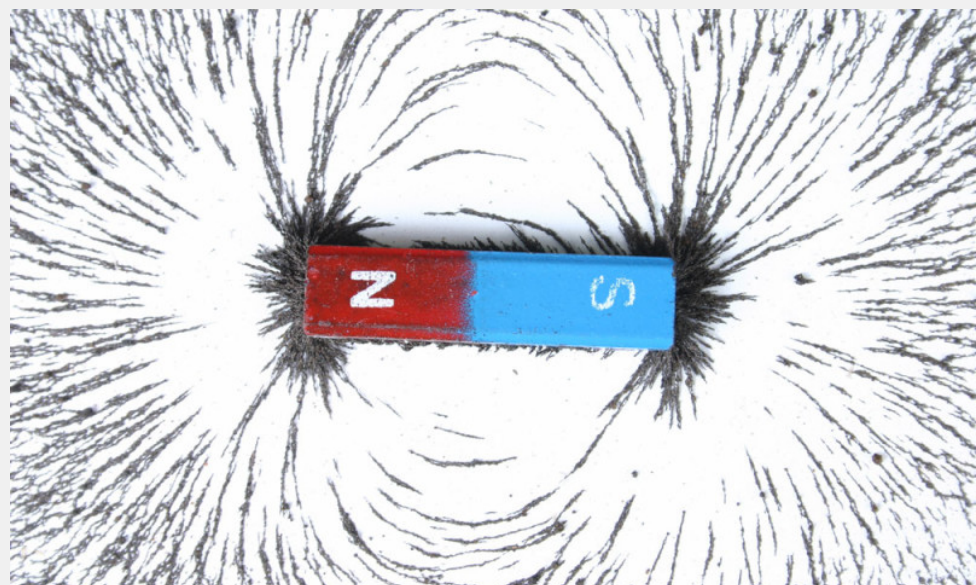
## Recent Pew Center Survey>>

A majority of Republicans and Republican-leaning independents (58%) now say that colleges and universities have a negative effect on the country (up from 45% last year).



# UCLA's "American Freshman Survey"

2016 & 2017 incoming first-year students are the most politically polarized students in the 51 year history of this survey.



## UCLA's "American Freshman Survey"



2016 & 2017  
higher and higher  
percentages of  
students say they  
would likely  
participate in  
protests during  
college.

# **THE PUBLIC PURPOSE OF HIGHER EDUCATION....IS TO ADDRESS ISSUES IN OUR SOCIETY.**

(see university mission statements)

**And community engagement is a  
STRATEGY through which we achieve  
our institutional mission and goals.**

# Role of Engagement: Our Current Narrative

“Fabulous 5” numbers (students, hours, courses, faculty, partners)

Descriptive information about our programs (curricular, co-curricular, outreach, events, activities)

- Anecdotes
- Numbers (Quantity = Quality; Success)

Stories of “doing good”

# How STRATEGY is different

- Strategy: process, integrated, imperative to, intentional thought
  - Examples: attract faculty/staff, recruit students, approach research and creative activity, fosters student learning and success, internationalization, supports diversity, equity, and inclusion, diversify funding, etc.

# A New Narrative Results in....

....broader interpretation of community engagement  
– HINT: it is not just service-learning courses anymore!

...increased value for public scholarship, community-engaged research, other outputs from research (e.g., changes in public policy) and outreach programs as they are now viewed as imperative to the overall success of the institution, its constituents, and its surrounding community (partners and members).

...institutional change (e.g., engaged departments)

...better understanding of why higher education exist...to contribute to vibrant and thriving communities (i.e., civic purpose).



# HOW DO WE GET THERE?

# Start with the Big Picture

How are [IUPUI] students, faculty, and staff working to address [social issue]?

## Tracking & Monitoring

Identify, enhance, leverage, or develop systems and processes that capture the variety of ways (teaching, research, outreach, events, initiatives, programs, volunteerism) issues are being addressed.

# A METAPHOR

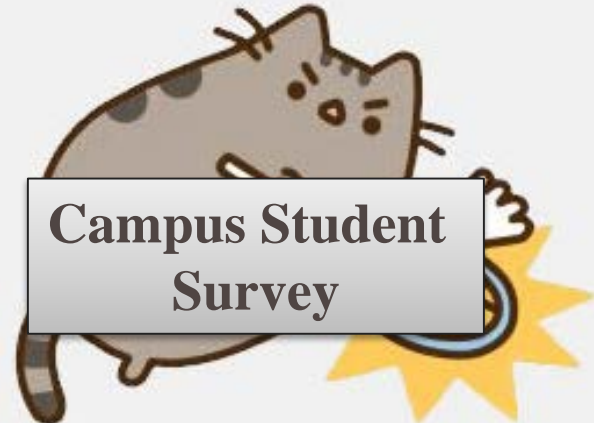
# Meet Pusheen the cat.



I have a problem – I'm fat

Cat decides – I need to do something

# Strategy #1- Try lots of things



## Strategy #2

**Take a holistic approach (think big picture; is your strategy for CE working)**





# Diagnosis vs Symptoms

Diagnosing the Problem: To what extent does the institution address issues in society?

Treating the Symptoms:

- Does participation in a SL course contribute to student success?
- How many hours do students spend in the community?
- Can students find opportunities to volunteer?
- Are faculty supported to do this work?

How-to Guide

# **TAKING A HOLISTIC APPROACH**



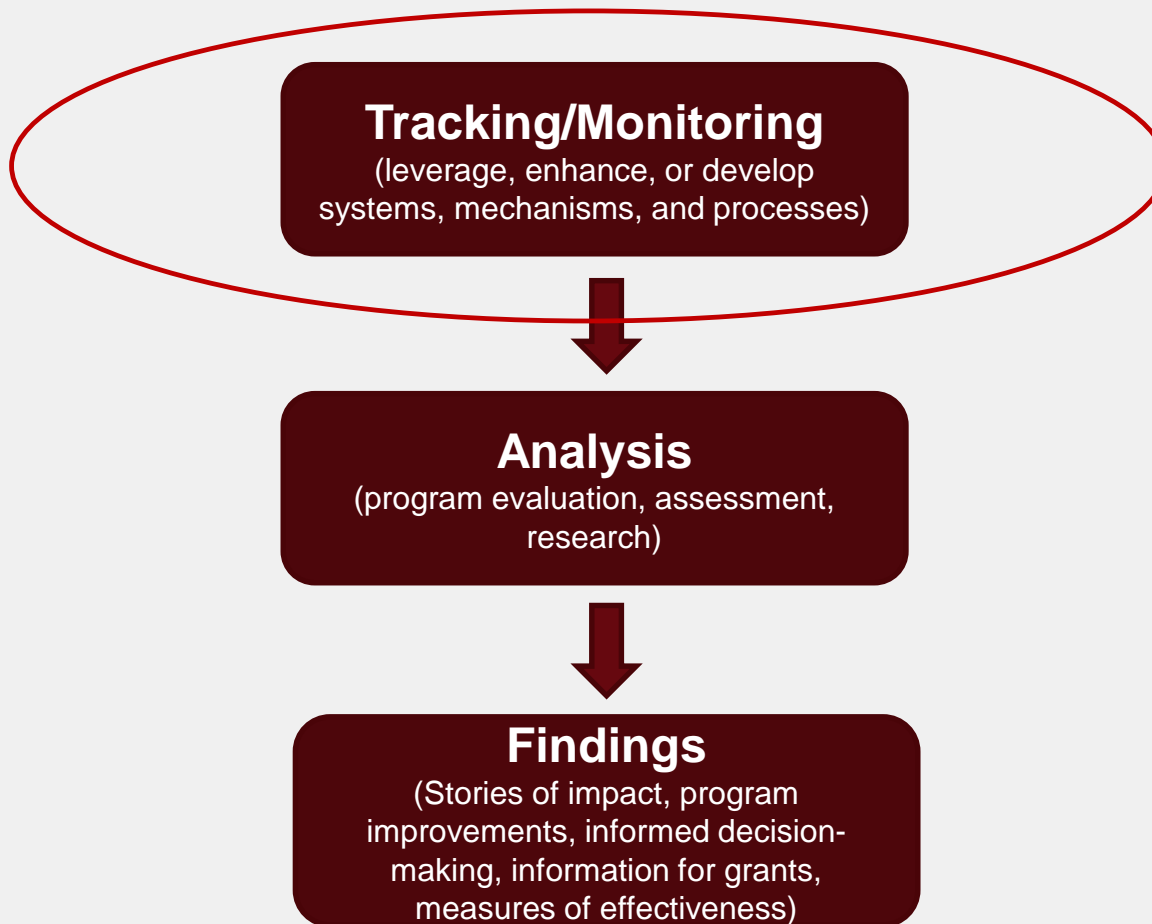
# Getting Started

1. Look for where the institution has mentioned/described/defined CE (e.g., mission statement, campus strategic plan, NCC Civic Action Plan, etc.) Note – not externally defined (e.g., Carnegie, Accrediting body)
2. Develop Performance Indicators – objectives, actions to take, strategies to be employed, etc.
3. Develop metrics – what will you literally count, track, capture that can help demonstrate progress?
  - [IUPUI example](#) Note – these are changing\*

# IUPUI Strategic Plan Goals

1. Promote Undergraduate Student Learning and Success
2. Increase Capacity for Graduate Education
3. Transform Online Education
4. Optimize our Enrollment Management
5. Leverage our Strengths in Health and Life Sciences
6. Accelerate Innovation and Discovery through Research and Creative Activity
7. Deepen our Commitment to Community Engagement
8. Strengthen Internationalization Efforts
9. Promote an Inclusive Campus Climate
10. Develop Faculty and Staff

# Getting at Impact and Quality



Based upon Strategic Plan Goals

# **STAKEHOLDER CONVERSATIONS**



# Institutionalization

- How would we know that programs/departments/schools have institutionalized community engagement? What would that ‘look like’?
  - What is currently happening that is progressive/positive/important in relation to community engagement (within your unit)?
  - What could be increased? More pervasive? Enhanced?
  - Any recommendations or changes in order to advance or further support community engagement (within your unit)?



# Student Success

- What about community engagement makes students who graduate from IUPUI better?
  - If students are to achieve this, what would it take? What opportunities would they need to participate in? When? How? Who?
- What do we do that is currently really great/successful?
- Where are there opportunities to enhance, expand, leverage?
- What do we need to change or start doing?



# Partnerships

- If partnerships are critical to our success as an engaged campus, what should we be paying attention to or monitoring?
- What do we want to be able to say about our partnerships?
- What do we currently do regarding partnership development or sustainability that is really great?
- What are some opportunities to grow or enhance partnerships?



# Research & Creative Activity

- If conducting research in and with the community is critical to our success as an engaged campus, what we need to be able to say about research and creative activity done in and with the community?
- What can we currently share that demonstrates we are doing it well?
- What would we like to be able to say that we currently cannot?
- What would be different about research and creative activity done at IUPUI compared to other campuses?





# Community & Economic Development

- What type of activities contribute to community and economic development?
- What would you need to know about those activities in order to be able to track and measure effectiveness, progress, or identify areas for improvement?



# Develop Faculty & Staff

- How would you know that IUPUI is attractive to new faculty and staff?
- What would it mean to be a successful engaged scholar/practitioner at IUPUI?  
What are the types of things these faculty/staff:
  - Currently do?
  - Need to do more of?
  - Need to stop doing or change?

# RESULTS

# What OCE is Tracking & Monitoring

## Community & Economic Development (Goal #7)

- Number of activities related to community and economic development initiatives (e.g., entrepreneurship center, continuing education programs, technical training and assistance)
  - Number of community participants
  - Number of faculty involved
  - Number of IUPUI students involved and in what capacity
- Number of faculty, staff, and students involved in neighborhood initiatives (e.g., quality of life plans)
- Number of programs or initiatives associated with Anchor Institution indicators (e.g., Live, Hire, Buy) and progress toward program goals

## Partnerships (alumni, employers, community, etc.) (Goal #7)

- Outputs based upon partnership goals (e.g., number of trees planted, number of students hired as interns or employees, amount of money raised)
- Type of organizations (e.g., K-12, government, nonprofit)
- Nature of partners(hips) (Transactional --> Transformational; technocratic ---> democratic), including length of partnership, number of faculty involved, number of students involved
- Satisfaction (related to: ability to access campus resources, communication, process)
- Number of activities associated with a strategic priority (e.g., economic vitality, advance public policy, enrollment, diversify fund development)
- Number of activities associated with the civic agenda(TBD) (e.g., infant mortality, homelessness, drug abuse, obesity)

## Institutional Capacity (i.e., engaged departments, schools, campus) (Goal #7)

- Number and rank/status of faculty doing community-engaged work (by school)
- Number and type of research and creative activity done with partners; outcomes, funding (by school)
- Relationship between community engagement and student placements (jobs, internships) (by school)
- Number of alumni involved in school programs and their role (e.g., class presentation, instructors, host interns, attend community-engaged events) (by school)
- Number and role of community members on the school's advisory board (by school)
- Number of press releases or awareness of their school related to community engaged activities (e.g., public appearances, testimony, media, communications) (by school)
- Number of faculty involved in continuing education or talent development programs (corporate training, executive education training) (by school)
- Number of faculty/staff FTE with responsibilities for community engagement (by school)

# What OCE is Partnering With Others to Track & Monitor

## Student Success (Goals #1 & 2)

- Number of students who are retained or graduate as it relates to their participation in service-based programs. Examples include, but are not limited to:
  - *Service-based scholarships* (e.g., Bonner Leader, Sam H. Jones, AmeriCorps, Gail M. & William M. Plater International Scholarship for Community Engagement)
  - *Programs that require a service component* (e.g., Honors, Sam Masarachia, Fraternity & Sorority Life, Athletics)
  - *Programs that study social issues and volunteerism is required or financial aid is given* (e.g., Alternative Break trips, Olyaniyan, Nina Mason, Norm Brown, Social Justice Scholars)
- Number of programs with a community engagement component (e.g., TLCs, RBLCs, Freedom Rides, IGD, Pass-the-Mic).
- Evidence of a relationship between participation in community engagement and declaration of major and civic-mindedness after participation. Student perception of community engagement/
- Number of students enrolled in a designated course (RISE, including SL) in which the faculty report students interact with diverse others and critically reflect and the student's performance after that experience.
- Amount of institutional scholarship funding that requires community engagement.
- School-level learning outcomes for community engagement.
- Evidence of job placement with current, strategic partnerships (i.e., formal and established program with both the university and the community partner making a sustainable, ongoing commitment).

## Enrollment Management (Goal #4)

- Number of students who applied to IUPUI because of its commitment to and opportunities for community engagement.
- Number of students enrolled who have prior community engagement experience and the type of experience(s) (beyond number of hours).
- Number of students who enroll from pipeline programs (e.g. iDEW; Upward Bound; EmployO; iPREP; Center for Leadership Development; Girls' Mentoring; Indiana Kids; CMK)

## Inclusive Campus Climate (Goal #9)

- Student perceptions of campus culture, support, and valuing of community engagement
- Opportunities to interact with diverse others, inviting community to campus AND number of programs or experiences that take students out into the community.


## Research & Creative Activity (Goal # 6)

- Number of research protocols with community partners as co-investigators and the role that the community plays in the entire process.

## Develop Faculty & Staff (Goal #10)

- Number of faculty or staff hires as a result of an initiative to support community engagement.
- Community engagement is explicitly stated in job descriptions when hiring faculty.
- Faculty and staff perceptions of the value of community engagement.

Ex-. IRB  
protocols



# What This Does For Us

- Fosters cross-campus partnerships and collaboration
- Leverages existing systems and processes
- Identifies data gaps to be addressed
- Makes us accountable to ourselves and others (Deans, Administrators, Legislators, Community)

# GETTING & USING THE DATA

# Sources of Data Under a Holistic Model

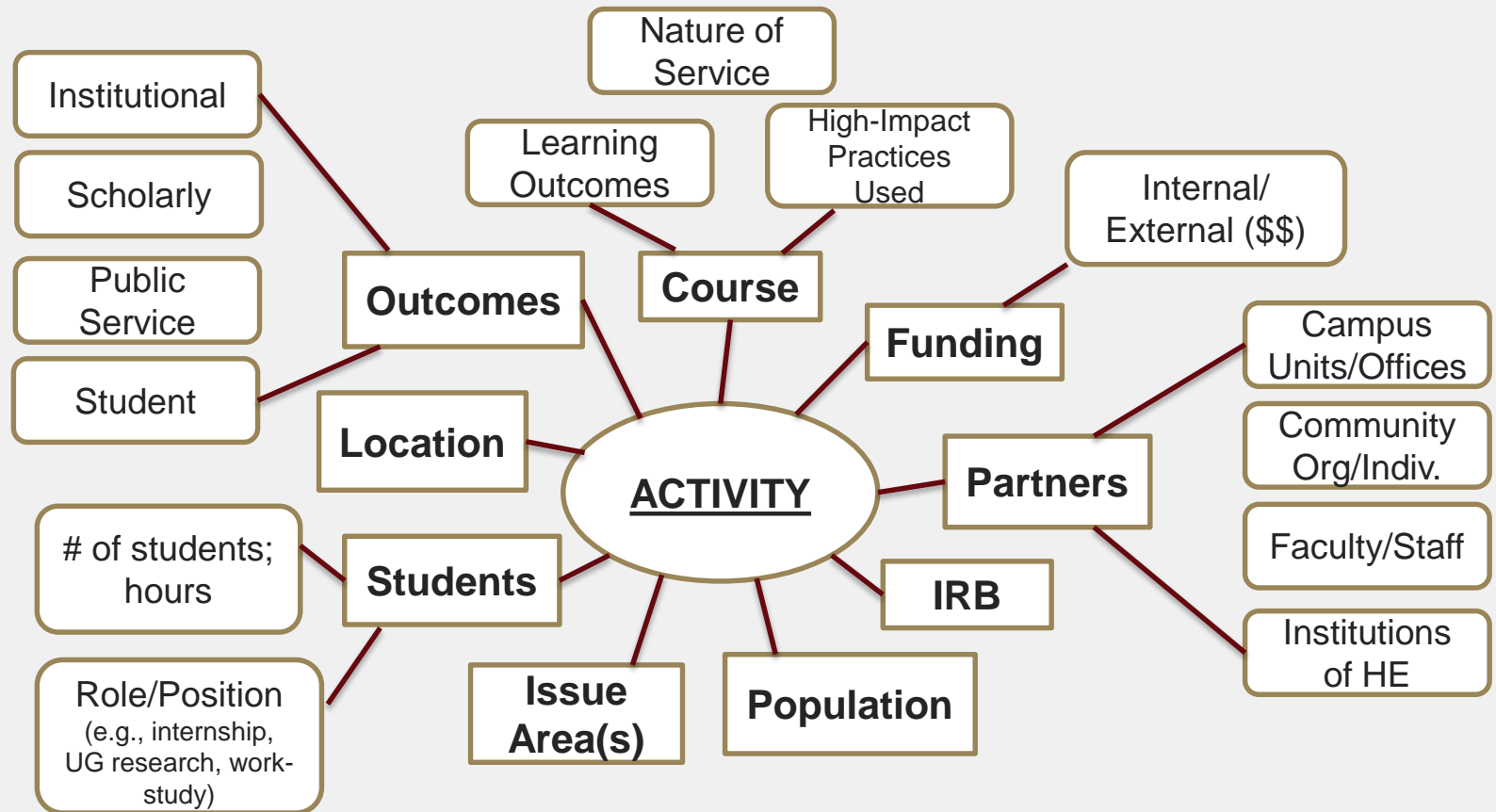




# Platform Requirements

- Live, real-time, ability to update on an ongoing basis and/or annually (not a survey)
- Publicly searchable
- Doesn't duplicate data entry (proxy function)
- Captures a broad spectrum of activities involving the community
  - (“Examples include: faculty and staff engaged in community-based research, students engaged in community service and/or community-based research, number of service learning courses offered or expanded, types of community-based partnerships and projects, training/technical assistance provided to external organizations, economic development activities undertaken, etc.” (IUPUI Annual Reporting Guidelines, 2016))
  - Not reliant upon definitions to ensure inclusion as opposed to exclusion
- Complimentary to other data collection tools or systems (e.g., DMAI, Registrar, IRB) that may not capture everything
- On-going development and technological support

# The Collaboratory



Note -the activity itself is the key identifier

# Reporting Out: Our Strategy

- Schools – 2x annually (aligned with campus-level reporting deadlines)
  - Ensure a two-way cycle of communication!
- OCE Produced Report (see 5 year cycle)
- Campus-Wide Surveys
  - IR/Assessment -leverage existing surveys (see 5 year reporting timeline)
- Ad hoc requests (accreditation, grant reports, legislatures)

# IUPUI's 5 Year Reporting Cycle

*AY 2016-2017*

**Curricular Engagement Report**- numbers (courses, students, hours, partners); faculty characteristics, school comparisons; how are CBL experiences scaffolded across the curriculum?

**Co-Curricular Engagement** (JagSpeaks Survey)- barriers and support for co-curricular community engagement; do offerings align with student interests

*AY 2017-2018*

**Civic Outcomes within the Disciplines/Accrediting Bodies** – review of language, outcomes/competencies within the disciplines for alignment with 'civic'; identify opportunities to partner in ways that are useful for the school (e.g., program review, accreditation) and results in evidence for the IUPUI Strategic Plan

**Faculty Experiences with Community Engaged Research: Motivations, Dissemination, P&T**- identify areas of faculty expertise related to social issues (civic agenda); faculty perception of the perceived value for CER/CBR within their schools; identify opportunities to enhance or support CBR/CER across campus; sources of funding

**Campus-Wide Survey - Faculty**: Support for CBR/CER (Faculty Survey through IRDS)- to supplement our CER/CBR Report?

*AY 2018-2019*

**Partnership Spectrum**- Explore campus-community partnerships along a continuum of reciprocity and mutual benefit to identify opportunities to enhance existing partnerships or create new ones; examine the sustainability for partnerships and resources/supports needed

**Anchor Institution Evaluation** – Live/Hire/Buy Study

**Welcoming Campus Impact or Staff Survey**- campus climate for engagement; cultural sensitivity or interactions with diverse others

*AY 2019-2020*

**Engaged Departments/Schools**- Highlights areas of success (e.g., work done around P&T guidelines) and opportunities for growth; Contributions to economic growth in the community; informed by the Partnership Spectrum from previous year and apply the Kecskes Engaged Department Model (see also Performance Indicators for goal #7 related to institutional capacity)

**Political Engagement**- Actions to take to improve participation in the 2020 election; where (curriculum and co-curriculum) are conversations related to civic and democratic engagement taking place? Outcomes?

*AY 2020-2021*

**Curricular Engagement Report** – where does CBL happen in the core curriculum? And beyond? (scaffolding still important); what are the types of student learning within these courses (PULs, civic learning)?

**Professional Develop/Corporate Education/Technical Training & Assistance** – how do IUPUI programs contribute to the educational attainment gaps in our community and identify opportunities to expand or enhance

**BLUE** represents where OCE partners with others; aligning our reporting/interests with campus survey timelines



# Caution: Tensions!

- Telling a story, but who's story?
- Accountability
- Internal improvement/informed decision-making
- Advancing the value; advocating for support

See:

[Values-Engaged Assessment: Reimagining Assessment through the Lens of Democratic Engagement](#) (Bandy et al., 2016)

[When the Call Comes, Keep Calm and Assess On: Using the EIA Designation Rubric as a Self-study for Improvement](#) (Robinson et al., 2017)

# Wrap Up

1. Key take aways
2. A-Ha moments
3. Still need to think about or wish you could look at

Questions?

## Come Talk to Us!

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Lisa Keyne ([lkeyne@treetopllc.com](mailto:lkeyne@treetopllc.com))

Reception 4:30-5:30pm in Platte

## Feeling Overwhelmed?



## Or Can't Wait to Get Started?

